**Helpful suggestions for completing your abnormal psychology project!**

**It is suggested that you follow this order:**

1. Get your hands on a DSM as soon as possible—immediately photocopy ALL the pages in the book that deal with your disorder (unless I have provided it for you). The exact criteria will be listed, but the pages leading up to the exact criteria are helpful to copy for explanation purposes.
2. Immediately start typing just the exact **DSM criteria** on a word document. Make no fancy changes—just exactly what is in the DSM-IV. When this is finished—save the document. It is ¼ of your project!
3. Open a **PowerPoint presentation** and find a slide background that you like, and will allow the class to clearly see your information.
   1. The first couple of slides should introduce the disorder; give familial patterns, onset, % of the population with the disorder, etc.
   2. Then copy the exact DSM criteria into the PowerPoint, allowing room to explain as well. I suggest you color code it. See both my example PowerPoint on schizophrenia and the format below.

DSM Says: Layman’s Terms:

This side should be the exact, Help me understand with

Word for word criteria! Examples and similar terms

* 1. Add in pictures and “personality” to your presentation so it is fun for the class to learn.
  2. End your presentation with a slide on “treatments” that you research—not in DSM!

1. Once you have finished your PowerPoint, go back to your typed DSM handout. Below the exact DSM criterion, add new information or space to make a reasonable **handout**/outline for the class to follow. What else, from your presentation, would be good for them to know? Don’t have too many blanks to fill in, or large amounts of information to write—keep it reasonable so they won’t slow you down, or be bored.
2. **You need 30 copies of your exact DSM criteria/handout for your class presentation. Your final PowerPoint needs to be emailed to me no later than the day before your presentation. Failure to do these steps results in a significant grade loss.**
3. Here’s the last step—your creative component! This is what makes the unit fun and interesting. Everything up to now has been to help medical students learn a psychological disorder. Now is the time to get them to “experience” the disorder. Think of an appropriate, “right-brain” activity to get the class to truly experience the symptoms. Let me know if you are struggling with this. Using a movie clip is acceptable, but should just be *par*t of the experience!